2020 Annual Implementation Plan

for improving student outcomes

Newbury Primary School (5545)

Awaiting for review by School Principal
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2020

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Evolving

Professional leadership	Building leadership teams	Evolving
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Evolving
	Vision, values and culture	Emerging moving towards Evolving

Positive climate for learning		Empowering students and building school pride	Emerging moving towards Evolving
		Setting expectations and promoting inclusion	Evolving moving towards Embedding
		Health and wellbeing	Evolving moving towards Embedding
		Intellectual engagement and self-awareness	Evolving

Community engagement in learning		Building communities	Evolving
		Global citizenship	Emerging moving towards Evolving
		Networks with schools, services and agencies	Emerging moving towards Evolving
		Parents and carers as partners	Evolving moving towards Embedding

Enter your reflective comments	Since opening in 2017 we have continued to work conscientiously to create a safe, secure and nurturing learning environment where high expectations and the recognition of effort are embedded. The self-evaluation summary indicates that we have continued to make good progress but still have many areas to further develop. A challenge we continue to face is the increase of students and staff. Not only do we have an increase of students at the beginning of the year but we also get many enrolments throughout the year including new arrival and refugee students. In 2020, we will have 36 new staff to induct and support. We need to be mindful of how we can best manage this growth whilst maintaining the culture and level of knowledge and learning we have achieved with existing staff as well as upskilling our existing staff. 2020 sees leadership positions much more streamlined to reflect the findings of the review and target areas which were identified. Leading Teachers' work will be closely aligned to the goals in the AIP whilst the Assistant Principal roles take on a more differentiated approach school wide. Through all of this, building staff capacity is a consideration as is trying to get consistency across all year levels.

Considerations for 2020	Inducting and supporting thirty six new staff. Creating a whole school professional learning plan that is considerate of school priorities and needs and experience of staff. How do we do all that we need to do with the time limitations for after school meetings that we have? PLC training for Learning Community Leaders, Teaching and Learning Assistant Principal and Principal. Continued implementation of the School Wide Positive Behaviour Framework and Respectful Relationships. Review our work thus far in both the School Wide Positive Behaviour Framework and Respectful Relationships. The school's role in being a lead school for Respectful Relationships. A greater focus on planning for EAL learners in reading using the EAL Developmental Continuum. Developing the capacity of Learning Community Leaders so that they have greater knowledge of how to support the staff in their learning communities. Tracking projects that are in progress to ensure feedback and accountability. Tracking our progress against our AIP targets.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	Improve learning growth for all students.
Target 1.1	By 2023, increase the percentage of students in the top two NAPLAN bands: • Year 5 Reading from 18% (average 2016–18) to 28% (2023), similar schools • Year 5 Numeracy from 9% (average 2016–18) to 24% (2023), similar schools Year 5 teacher judgement data to show 80% or more students at or above expected benchmark.
Target 1.2	By 2023, decrease the percentage of students in the bottom 2 NAPLAN bands: • Year 5 Reading from 25% (average 2017–18) to 15% (2023) • Year 5 Numeracy from 50% (average 2017–18) to 20% (2023)
Target 1.3	By 2023, increase the percentage of students making above benchmark NAPLAN growth and decrease the percentage making low growth: • NAPLAN relative growth: Reading (low growth average 2017–18) from 45.2% to 25% (2023) • NAPLAN relative growth: Numeracy (low growth average 2017–18) from 30.8% to 25% (2023) • NAPLAN relative growth: Reading (high growth average 2017–18) from 7.2% to 22% (2023) • NAPLAN relative growth: Numeracy (high growth average 2017–18) from 18% to 26% (2023)

Target 1.4	STAFF OPINION Variables in the SSS to reflect the following whole school endorsement: • Teacher collaboration: from 79.5% in 2018 to 90% in 2023 • Collective efficacy: from 68.4% in 2018 to 90% in 2023 • Guaranteed and viable curriculum: from 79.0% in 2018 to 90% in 2023 • Instructional leadership: from 87.3% in 2018 to 92% in 2023 • Time to share pedagogical content knowledge: from 78.9% in 2018 to 90% in 2023
Key Improvement Strategy 1.a Curriculum planning and assessment	Refine the planning process across all learning communities, based on an inquiry cycle, in which teachers use evidence to inform planning of a differentiated program that meets the learning needs of all students.
Key Improvement Strategy 1.b Building practice excellence	Develop the capacity of learning community leaders to lead powerful planning; and coach and develop fellow team members.
Key Improvement Strategy 1.c Curriculum planning and assessment	Develop Essential Learnings documents that integrate key learning areas, capabilities and pedagogy into a continuum of learning.
Goal 2	Improve student engagement in learning.
Target 2.1	STUDENT PERCEPTION Variables in the local Student Perception Survey to reflect the following percentage of "always" student responses (average Year 4 and Year 5): • I am confident in my learning: from 41.9% in 2019 to 60% in 2023

	• I want to learn new things: from 55.4% in 2019 to 75% in 2023 • My teachers make the work we do in class interesting: from 58.4% in 2019 to 75% in 2023
Target 2.2	STAFF OPINION Variables in the SSS to reflect the following whole school endorsement: • Academic emphasis: from 66.2%in 2018 to 80% in 2023 • Understand curriculum: from 81.6% in 2018 to 90% in 2023
Target 2.3	PARENT OPINION SURVEY Factors in the POS to reflect the following percentage of positive responses: • Student motivation and support: from 83% in 2018 to 90% in 2023 • Stimulating learning environment: from 87% in 2018 to 90% in 2023
Key Improvement Strategy 2.a Intellectual engagement and self-awareness	Enhance students' capability to be reflective, questioning, self–motivating and aspirational learners.
Key Improvement Strategy 2.b Setting expectations and promoting inclusion	Further develop a culture of high expectations and high standards that maximises success for all students.
Key Improvement Strategy 2.c	Further develop teacher capacity to develop tailored strategies that scaffold learning and provide for high levels of engagement, differentiation, purposeful learning and appropriate challenge for all students.

Intellectual engagement and self-awareness	
Goal 3	Improve and embed a positive climate for learning.
Target 3.1	STUDENT ATTITUDES Variables in the AToSS to reflect the following percentage of positive student responses: • Student voice and agency: from 66% in 2019 to 80% in 2023
Target 3.2	STUDENT PERCEPTION Variables in the local Student Perception Survey to reflect the following percentage of "always" student responses (average Year 4 and Year 5): • My teacher asks questions to check that we understand: from 24.8% in 2019 to 50% in 2023 • There is a teacher or another adult at this school that tells me I am doing a good job: from 25.8% in 2019 to 50% in 2013 • At this school there is a teacher or another adult who listens to me when I have something to say: from 22.5% in 2019 to 50% in 2023
Target 3.3	STAFF OPINION Variables in the SSS to reflect the following whole school endorsement: • Use student feedback to improve practice: from 73.7% in 2018 to 85% in 2023

Target 3.4	PARENT OPINION Factors in the POS to reflect the following percentage of positive responses: • Student agency and voice: from 88%in 2018 to 93% in 2023 • Effective teaching: from 82%in 2018 to 90% in 2023 • Student motivation and support: from 83% in 2018 to 90% in 2023 • Stimulating learning environment: from 87% in 2018 to 92% in 2023
Key Improvement Strategy 3.a Empowering students and building school pride	Enhance processes in which students have a voice and are involved in decision making about the design and implementation of school programs.
Key Improvement Strategy 3.b Empowering students and building school pride	Develop a whole-school approach in which teachers use student feedback to adapt their approaches to improve student motivation, self–efficacy and achievement.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
			The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
Improve learning growth for all students.	Yes	By 2023, increase the percentage of students in the top two NAPLAN bands: • Year 5 Reading from 18% (average 2016–18) to 28% (2023), similar schools • Year 5 Numeracy from 9% (average 2016–18) to 24% (2023), similar schools Year 5 teacher judgement data to show 80% or more students at or above expected benchmark.	To increase the percentage growth of the top two bands in Year 5 NAPLAN reading from 18 to 21.
		By 2023, decrease the percentage of students in the bottom 2 NAPLAN bands: • Year 5 Reading from 25% (average 2017–18) to 15% (2023) • Year 5 Numeracy from 50% (average 2017–18) to 20% (2023)	To decrease the percentage of students in Year 5 in the bottom two bands in reading from 25 to 20.

			By 2023, increase the percentage of students making above benchmark NAPLAN growth and decrease the percentage making low growth: • NAPLAN relative growth: Reading (low growth average 2017–18) from 45.2% to 25% (2023) • NAPLAN relative growth: Numeracy (low growth average 2017–18) from 30.8% to 25% (2023) • NAPLAN relative growth: Reading (high growth average 2017–18) from 7.2% to 22% (2023) • NAPLAN relative growth: Numeracy (high growth average 2017–18) from 18% to 26% (2023)	To increase the percentage of students making above benchmark growth in NAPLAN reading from 7 to 12. To reduce the percentage of students making low growth in NAPLAN reading from 45 to 38.
			STAFF OPINION Variables in the SSS to reflect the following whole school endorsement: • Teacher collaboration: from 79.5% in 2018 to 90% in 2023 • Collective efficacy: from 68.4% in 2018 to 90% in 2023 • Guaranteed and viable curriculum: from 79.0% in 2018 to 90% in 2023 • Instructional leadership: from 87.3% in 2018 to 92% in 2023	To increase Instructional leadership in the Staff Opinion Survey from 87 to 89 percent.

		• Time to share pedagogical content knowledge: from 78.9% in 2018 to 90% in 2023	
Improve student engagement in learning.	No	STUDENT PERCEPTION Variables in the local Student Perception Survey to reflect the following percentage of "always" student responses (average Year 4 and Year 5): • I am confident in my learning: from 41.9% in 2019 to 60% in 2023 • I want to learn new things: from 55.4% in 2019 to 75% in 2023 • My teachers make the work we do in class interesting: from 58.4% in 2019 to 75% in 2023	
		STAFF OPINION Variables in the SSS to reflect the following whole school endorsement: • Academic emphasis: from 66.2% in 2018 to 80% in 2023 • Understand curriculum: from 81.6% in 2018 to 90% in 2023	
		PARENT OPINION SURVEY	

		Factors in the POS to reflect the following percentage of positive responses: • Student motivation and support: from 83% in 2018 to 90% in 2023 • Stimulating learning environment: from 87% in 2018 to 90% in 2023	
Improve and embed a positive climate for learning.	Yes	STUDENT ATTITUDES Variables in the AToSS to reflect the following percentage of positive student responses: • Student voice and agency: from 66% in 2019 to 80% in 2023	To increase the percentage of student voice and agency in the Attitudes to School Survey from 66 to 72.
		STUDENT PERCEPTION Variables in the local Student Perception Survey to reflect the following percentage of "always" student responses (average Year 4 and Year 5): • My teacher asks questions to check that we understand: from 24.8% in 2019 to 50% in 2023 • There is a teacher or another adult at this school that tells me I am doing a good job: from 25.8% in 2019 to 50% in 2013	To increase the percentage of 'always' in the local student perception survey for At this school there is a teacher or another adult who listens to me when I have something to say from 22 30.

		• At this school there is a teacher or another adult who listens to me when I have something to say: from 22.5% in 2019 to 50% in 2023	
		STAFF OPINION Variables in the SSS to reflect the following whole school endorsement: • Use student feedback to improve practice: from 73.7% in 2018 to 85% in 2023	To increase the percentage of use student feedback to improve practice in the Staff Opinion Survey from 73 to 76.
		PARENT OPINION Factors in the POS to reflect the following percentage of positive responses: • Student agency and voice: from 88% in 2018 to 93% in 2023 • Effective teaching: from 82% in 2018 to 90% in 2023 • Student motivation and support: from 83% in 2018 to 90% in 2023 • Stimulating learning environment: from 87% in 2018 to 92% in 2023	To increase the percentage of student agency and voice in the Parent Opinion Survey from 88 to 90.

Goal 1	Improve learning growth for all students.
12 Month Target 1.1	To increase the percentage growth of the top two bands in Year 5 NAPLAN reading from 18 to 21.
12 Month Target 1.2	To decrease the percentage of students in Year 5 in the bottom two bands in reading from 25 to 20.
12 Month Target 1.3	To increase the percentage of students making above benchmark growth in NAPLAN reading from 7 to 12. To reduce the percentage of students making low growth in NAPLAN reading from 45 to 38.
12 Month Target 1.4	To increase Instructional leadership in the Staff Opinion Survey from 87 to 89 percent.

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Refine the planning process across all learning communities, based on an inquiry cycle, in which teachers use evidence to inform planning of a differentiated program that meets the learning needs of all students.	Yes
KIS 2 Building practice excellence	Develop the capacity of learning community leaders to lead powerful planning; and coach and develop fellow team members.	Yes
KIS 3 Curriculum planning and assessment	Develop Essential Learnings documents that integrate key learning areas, capabilities and pedagogy into a continuum of learning.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Our School Review and self-evaluation against the FISO Continua of Practice indicated that we have significant work to do in the area of student assessment, data literacy and translating that into planning effectively to cater to student needs. This finding was consistent with our Staff Opinion Survey results around collective efficacy, time to share pedagogical knowledge. This also reflects some of our 2019 Panorama NAPLAN comparison to Teacher Judgement data. Selection of this KIS builds on our 2018 and 2019 focus around developing teacher capacity around reading instruction and documenting a viable assessment framework.	

Goal 2	Improve and embed a positive climate for learning.	
12 Month Target 2.1	To increase the percentage of student voice and agency in the Attitudes to School Survey from 66 to 72.	
12 Month Target 2.2	To increase the percentage of 'always' in the local student perception survey for At this school there is a teacher or another adult who listens to me when I have something to say from 22 30.	
12 Month Target 2.3	To increase the percentage of use student feedback to improve practice in the Staff Opinion Survey from 73 to 76.	
12 Month Target 2.4	To increase the percentage of student agency and voice in the Parent Opinion Survey from 88 to 90.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Enhance processes in which students have a voice and are involved in decision making about the design and implementation of school programs.	Yes
KIS 2 Empowering students and building school pride	Develop a whole-school approach in which teachers use student feedback to adapt their approaches to improve student motivation, self–efficacy and achievement.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Our School Review and self-evaluation against the FISO Continua of Practice indicated that we have significant work to do in the area of student voice and student feedback. This finding was consistent with the results of the Attitudes to School Survey and our school created student perception survey. Selection of this KIS builds on our 2018 and 2019 focus around our work with School Wide Positive Behaviour and Respectful Relationships.	

Define Actions, Outcomes and Activities

Goal 1	Improve learning growth for all students.
12 Month Target 1.1	To increase the percentage growth of the top two bands in Year 5 NAPLAN reading from 18 to 21.
12 Month Target 1.2	To decrease the percentage of students in Year 5 in the bottom two bands in reading from 25 to 20.
12 Month Target 1.3	To increase the percentage of students making above benchmark growth in NAPLAN reading from 7 to 12. To reduce the percentage of students making low growth in NAPLAN reading from 45 to 38.
12 Month Target 1.4	To increase Instructional leadership in the Staff Opinion Survey from 87 to 89 percent.
KIS 1 Curriculum planning and assessment	Refine the planning process across all learning communities, based on an inquiry cycle, in which teachers use evidence to inform planning of a differentiated program that meets the learning needs of all students.
Actions	Action 1: Revisit and complete further professional learning around the school reading instructional model. Action 2: Introduce, implement and review Fountas and Pinnell. Action 3: Use data and moderation processes to support teachers to assess reading effectively. Action 4: EAL Support and Intervention Leader to attend Teaching and Learning groups to develop teacher knowledge and capacity to use the EAL Developmental Continuum to plan for effective teaching and learning in reading.
Outcomes	The school expects to see the following outcomes (changes in knowledge, skills or behaviours). Staff will: 1.1 consolidate the implementation of the school wide lesson structure incorporating explicit teaching, independent practice and timely and labelled feedback 2.1 implement the Fountas and Pinnell BAS to identify student learning needs and teaching foci 3.1 participate in rich discussions about data in Learning Community meetings, Teaching and Learning Groups (PLC) and Professional Learning sessions using a data driven dialogue 4.1 understand and use data to personalise student learning in reading

	5.1 reflect personalised learning through the use of ILPs, EAL Continuum, EAL Curriculum, the Victorian Curriculum and Allied Health Services recommendations 6.1 work with students to develop reading goals The Education Executive will: 1.1 develop and provide professional learning opportunities to build teacher capacity for effective reading instruction 2.1 establish school wide protocols for the implementation of the Fountas and Pinnell BAS 3.1 implement an inquiry cycle through Teaching and Learning Groups (PLC) to improve reading instruction 4.1 develop the data literacy skills of staff through Teaching and Learning Groups (PLC) and Professional Learning sessions 5.1 provide feedback to staff through the Performance and Development process Students will: 1.1 develop reading goals with the classroom teacher and explain when they have been successful 2.1 engage in a structured reading lesson which incorporates explicit teaching, independent practice and timely and labelled feedback 3.1 be assessed using a variety of reading assessment tools including Fountas and Pinnell BAS, On Demand Reading and other formative assessment 4.1 be provided with various forms of feedback including non verbal, verbal, written and peer feedback
Success Indicators	The creation and monitoring of reading goals in classrooms Fountas and Pinnell BAS, On Demand Reading and other formative assessment data Implementation of the teaching and learning cycle Improvement of teacher data literacy through the use of data driven dialogue Personalised learning through development of learning logs Personalised learning is evident in work programs for all students including EAL
KIS 2 Building practice excellence	Develop the capacity of learning community leaders to lead powerful planning; and coach and develop fellow team members.
Actions	Action 1: Participate in DET PLC training. Action 2: Collect data using the PLC maturity matrix. Action 3: Coaching and mentoring of Learning Community Leaders from the Education Executive.
Outcomes	The school expects to see the following outcomes (changes in knowledge, skills or behaviours). Staff will:

	1.1 engage in PLC training and use skills learnt in the Teaching and Learning Groups to lead powerful curriculum design 2.1 participate in Teaching and Learning Group meetings using the PLC framework 3.1 complete the PLC maturity matrix to assess the school's current level of effectiveness The Education Executive will: 1.1 provide support to the Learning Community Leaders to implement the PLC framework 2.1 create professional learning opportunities to develop the capacity of Learning Community Leaders
Success Indicators	Implementation of the Teaching and Learning Groups Introduction and trialing of the PLC framework Increased skill level of Learning Community Leaders to lead the implementation of the PLC framework
KIS 3 Curriculum planning and assessment	Develop Essential Learnings documents that integrate key learning areas, capabilities and pedagogy into a continuum of learning.
Actions	Action 1: Unpack the Victorian Curriculum in reading across all year levels. Action 2: Create documentation which shows a continuum of learning in reading. Action 3: Develop guidelines for Newbury Primary School teaching and assessment practices
Outcomes	The school expects to see the following outcomes (changes in knowledge, skills or behaviours). Staff will: 1.1 engage in collaborative discussion and analysis of the Victorian Curriculum in reading across all year levels 2.1 engage in collaborative discussion and analysis of the EAL Continuum 3.1 investigate opportunities to integrate learning areas and capabilities 4.1 create and document a continuum of learning in reading that addresses the full range of learning needs for all students (including EAL learners) 5.1 engage in professional learning regarding the administration and analysis of Fountas and Pinnell assessments 6.1 engage in professional learning regarding best practices in planning and implementing guided reading and strategy groups The Education Executive will:

	1.1 develop and provide professional learning opportunities to build teacher understanding of the Victorian Curriculum in reading 2.1 develop and provide professional learning opportunities to build teacher understanding of the EAL Continuum 3.1 provide opportunities for teachers to have a voice in the development of Essential Learning documents 4.1 develop a protocol for the administration of Fountas and Pinnell assessments 5.1 create guidelines and professional learning opportunities for running guided reading and strategy groups
Success Indicators	Implementation of Essential Learnings documents Increased understanding across staff of the Victorian Curriculum in reading and the EAL Continuum Increased consistency across staff in administering assessments and implementing focus groups in reading
Goal 2	Improve and embed a positive climate for learning.
12 Month Target 2.1	To increase the percentage of student voice and agency in the Attitudes to School Survey from 66 to 72.
12 Month Target 2.2	To increase the percentage of 'always' in the local student perception survey for At this school there is a teacher or another adult who listens to me when I have something to say from 22 30.
12 Month Target 2.3	To increase the percentage of use student feedback to improve practice in the Staff Opinion Survey from 73 to 76.
12 Month Target 2.4	To increase the percentage of student agency and voice in the Parent Opinion Survey from 88 to 90.
KIS 1 Empowering students and building school pride	Enhance processes in which students have a voice and are involved in decision making about the design and implementation of school programs.
Actions	Action 1: Induction of new staff around School Wide Positive Behaviours and Respectful Relationships. Action 2: Further develop the roles and responsibilities of the Student Empowerment Community to include greater voice and involvement in decision making. Action 3: Further develop a whole-school approach in which teachers invite and provide student feedback.
Outcomes	The school expects to see the following outcomes (changes in knowledge, skills or behaviours). Staff will: 1.1 implement the School Wide Positive Behaviour Framework and Respectful Relationships across the school 1.2 act upon the data collected from the Years 4, 5 & 6 Student Voice and Agency survey

	1.3 enable greater voice of the Student Empowerment Community through Student Action Groups 1.4 involve students in the decision making processes throughout the school Education Executive will: 1.1 facilitate induction of School Wide Positive Behaviours and Respectful Relationships within our school 1.2 survey Years 4, 5 & 6 students on Student Voice and Agency within Specialist programs twice per year 1.3 disseminate and unpack the data with staff 1.4 provide professional Learning opportunities to support a whole school approach in the implementation of feedback loops Students will: 1.1 actively engage in targeted lessons applicable to the needs of the classroom in a timely manner 1.2 be responsible for developing classroom and individual weekly goals in relation to School Wide Positive Behaviours and Respectful Relationships 1.3 provide feedback to peers and staff and accept feedback from others 1.4 share and act upon information gathered from Student Action Groups
Success Indicators	* Implementation of School Wide Positive Behaviour Framework and Respectful relationships across the school * Student Voice and Agency survey data analysed and acted upon by the Learning Communities * Planning documents to reflect Student Voice and Agency survey * Evidence of change from Student Action Groups * Evidence of student involvement in decision making process
KIS 2 Empowering students and building school pride	Develop a whole-school approach in which teachers use student feedback to adapt their approaches to improve student motivation, self–efficacy and achievement.
Actions	Action 1: Unpack what a culture of feedback at Newbury Primary School looks like. Action 2: Conduct further professional learning with staff on the power of feedback including feed forward and feed up. Action 3: Create an agreed set of expectations that support the instructional model.
Outcomes	The school expects to see the following outcomes (changes in knowledge, skills or behaviours) Staff will: 1.1 Address what a 'culture of feedback' looks like at our school 1.2 Develop protocols to enhance a culture of feedback within classrooms 1.3 Develop opportunities to promote feedback within classrooms 1.4 Actively seek feedback from students 1.5 Apply feedback to enhance teaching and learning opportunities Education Executive will:

	1.1 Promote a culture of feedback throughout the school 1.2 Provide Professional Learning opportunities to develop feedback loops across the school 1.3 Drive a culture of feedback through time spent in classrooms 1.4 Encourage feedback implementation through AtSS and student perceptions survey data Students will: 1.1 Develop their understanding of feedback through targeted lessons 1.2 Engage in opportunities to give and receive feedback 1.3 Apply feedback to enhance teaching and learning opportunities 1.4 Participate in the development of an agreed set of expectations around feedback
Success Indicators	* Student Voice and Agency survey data analysed and acted upon by the Learning Communities * Planning documents to reflect Student Voice and Agency survey * Improved response in feedback based questions in student surveys and AtSS * Evidence of change from Student Action Groups * Evidence of student involvement in decision making process